

Title II of the Higher Education Act Intuitional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

Institution name:	Culver-Stockton College		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>	
Institution Name	Culver Stockton College	
Institution Code	6123	
State	Missouri	
Report Year 2: (Fall 2000, Winter, 2001, Summer 2001) 7, 2002	Web Report October	

Number of Program Completers Submitted	32						
Number of Program Completers found, matched, and used in passing rate Calculations¹	32				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Academic Content Areas							
Biology: Content Knowledge, Part 1	231	1			66	65	98%
English Lang., Lit. and Comp. : Content Knowledge	041	2			205	197	96%
Music Education: Content Knowledge	113	2			100	98	98%
Social Studies: Content Knowledge	081	3			272	261	96%
Art: Content Knowledge	133	4			93	93	100%
Physical Education: Content Knowledge	091	4			192	165	86%
Elem Edu: Curriculum, Instruction, and Assessment	011	15	15	100%	1615	1536	95%
Other Content Areas							
Speech Communication	220	1			26	26	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program							
Table C-2	HEA - Title II 2000-2001 Academic Year						
Institution Name	Culver Stockton College						
Institution Code	6123						
State	Missouri						
Number of Program Completers Submitted	32						
Number of Program Completers found, matched, and used in passing rate Calculations ¹	32			Statewide			
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				53	53	100%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	31	31	100%	3086	2929	95%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			165	164	99%	

Aggregate – Teaching Special Populations (Special Education, ELS, etc.)				309	307	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	32	32	100%	3612	3452	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: 203

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? 41

3. Please provide the numbers of supervising faculty who were:

3. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

39 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

4 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program. Total number of supervising faculty for the teacher preparation program during 2000-2001: 14

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3/1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 10-12. The total number of hours required is 400 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The Culver-Stockton College Education Department is committed to providing students with the opportunity to explore new ideas, to broaden understandings, to clarify values, and to develop the skills and knowledge necessary to become competent caring members of the teaching profession. Three of our method courses have developed a laboratory component that places students in observation and active teaching roles with small groups of student throughout the semester. A large number of our education students participate in service learning projects, going to areas in Washington D.C.; Little Rock, Arkansas; Atlanta, Georgia; and Mexico; and thereby students are able to expand their knowledge of diverse groups.

The Culver-Stockton Teacher Education program is under continual review and assessment to assure that the state guidelines are met and that current practices in the field of teaching are reflected in the educational programs of various majors. We are pleased to have had several of our graduates recently winning Teacher of the Year honors, both locally in Missouri and as far away as in the Dominican Republic. Two recent graduates received Outstanding Beginning Teacher awards from MACTE.

We feel our students are very well prepared, as evidenced by such things as their GPAs when applying for admission to student teaching, teacher rating scales, employer rating scales, and Praxis II scores. This year Culver-Stockton College affiliated with the Direct Honors Program of Pi Lambda Theta International Honor and Professional Association in Education, with 22 education students eligible (3.5 GPA) and nominated for membership. In addition, eighty-eight percent of our 2000 – 2001 graduates had a GPA of 2.75 or higher prior to student teaching. Quality preparation is also evidenced by the fact that one hundred percent of students in all majors in the cohort for the Title II report passed the Praxis II. The Praxis II is a graduation requirement for all majors.

Our rate of graduates obtaining teaching positions is very high. We consistently place one hundred percent of our graduates in special education and elementary education. School districts in Northeast Missouri, and neighboring Iowa and Illinois schools annually send representatives to our Education Career Fair, and many request interviews prior to the Fair to be able to secure the largest possible number of Culver-Stockton education graduates. A large percentage of our graduates begin their masters’ degree program within five years of graduation. Several enroll in master degree work immediately following graduation.

Employers of our graduates rate their performances consistently high on our assessment instruments. Likewise, student teachers rank their training preparation for the classroom as satisfactory or above.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Culver-Stockton College is a four-year residential, coeducational community in affiliation with the Christian Church (Disciples of Christ) committed to education excellence, personal development and integration of liberal arts with professional preparation.

2. Educational Philosophy

The Culver-Stockton teacher education program prepares teacher candidates to become successful, caring, reflective practitioners in public and private PK – 12 classrooms.

The Culver-Stockton College Education Department is committed to providing students with the opportunity to explore new ideas, to broaden understandings, clarify values, and to develop the skills and knowledge necessary to become competent, caring members of the teaching profession. Good teachers are active, lifelong learners. At C-SC, prospective teachers experience the liberal arts, influenced by Western heritage and Judeo-Christian tradition. Culver-Stockton teacher candidates learn to understand the subjects they teach, the nature of learning, the school environment, and the world around them, along with the understanding of the individual differences in the children they will teach. During the methods courses and teaching component, students acquire knowledge of building instruction utilizing the Missouri Show Me Standards and implementing the Missouri Assessment Program, K-12. Each candidate creates both presentation and professional portfolios reflecting their development.

3. Conceptual Frameworks

Culver-Stockton College is committed to providing students with the opportunity to explore new ideas, to broaden understandings, to clarify values, and to develop the skills and knowledge necessary to become competent, caring members of the teaching profession. Good teaching is a compound of three elements: subject matter knowledge, systematic knowledge of teaching, and reflective practical experience.

An essential component in the preparation of teachers is providing them with a foundation of knowledge that promotes an understanding of the human condition, the world, and the subject matter they profess to teach. Good teachers are active, lifelong learners. At Culver-Stockton, prospective teachers experience the liberal arts, influenced by Western heritage and Judeo-Christian tradition. Prospective teachers must understand that their mission extends beyond developing the cognitive capacity of students. Teachers must possess broad and deep understanding of children and cultural differences, as well as understanding the subjects they teach, the nature of the learning, the school environment, and the world around them.

A second essential component of the Culver-Stockton teacher education program is the development of systematic knowledge teaching models. Prospective teachers who are committed to students and to their learning recognize individual differences in students, including at-risk and exceptional students, and adjust instructional methods accordingly. Prospective teachers must be concerned with students' self-concept, development of character, aspiration and civic virtue. Competent teachers must be empowered to make principled judgments and decisions on students' behalf. Teachers must model critical thinking, which they strive to develop in students, combining tough-minded instruction with a penchant for inquiry.

The third essential component of the teacher education program is Culver-Stockton's commitment to providing professional experiences and/or activities that involve teacher education students with a variety of professional tasks predicated upon a systematic study of teaching while under supervision. Teachers continually make difficult choices that test their judgment. Therefore, Culver-Stockton teacher educators feel the advice of practicing teachers as well as educational research and scholarship is important to improve teaching. Good teaching comes not only from instruction by teacher educators, but also from observing and assisting good teachers in a variety of professional field experiences as well as from supervised student teaching. Also, because young teachers often teach the way they were taught, instructors of prospective teachers should model good pedagogical behavior. Teachers are members of learning communities that contribute to the school's effectiveness by collaborating with other professionals and with parents.

Culver-Stockton teacher education students are expected to become active participants in the components of the teacher education program. Not only are the teacher education students active in teaching and learning processes, but also, through their representatives on the Council on Teacher Education, they become active in the over-sight and development of the teacher education program itself. In addition, prospective teachers are encouraged to become active as students members of professional organizations.

4. Program completers who teach in the private schools and out of state

Private Schools: 3

Out-of-State: 5